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ABSTRACT

This revised guide is designed to help school administrators, teachers, and counselors operate and improve their continuation programs and develop a school program based on the Model Curriculum Standards, Grades 9 through 12 and Raising Expectations: Model Graduation Requirements. It references up-to-date legal and technical information and documents pertinent to continuation education for administrators and continuation program staff. (Continuation education is for students aged 16-18 who have not completed high school, are not exempt from compulsory attendance, and are at risk of not completing school.) Introductory sections present the purpose of continuation education and information on establishing and implementing a continuation education high school. The main body is divided into five sections that parallel the format used in Quality Indicators for Alternative Education Programs in California Public Schools. The most frequently asked questions regarding the implementation of continuation education programs appear in the question-and-answer pages following each major section. Section 1 discusses the school management component. Section 2 on curriculum addresses course of study, occupational orientation, and supplemental or alternative programs. Section 3 focuses on instructional strategies: teaching, assessment, and credits. Section 4 discusses school climate: parent involvement, cocurricular activities, and safety. Section 5 describes guidance and counseling. Appendixes include a list of the model continuation high schools with addresses and telephone numbers and criteria for the establishment of a new continuation high school. (YLB)

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CALIFORNIA DEPARTMENT OF EDUCATION

CONTINUATION EDUCATION IN CALIFORNIA PUBLIC SCHOOLS

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Contents

Preface v
Acknowledgments vi
Introduction 1
The Purpose of Continuation Education 2
Background 2
Objectives of Continuation Education 2
Establishing and Implementing a Continuation Education High School 4
Application Process 4
Administrative Oversight 4
Funding the Continuation High School 4
Facilities and Site Location 5
Scheduling for Maximum Flexibility 5
Selection of Staff 5
Curriculum and Instructional Approaches 5
Program and Student Evaluation 5
School Management 7
Funding 7
Staffing/Administration 7
Student Admission 8
Attendance Accounting 8
Facilities 9
Data Collection 10
Program Assessment 10
Questions and Answers: School Management 10
Curriculum 11
Course of Study 11
Occupational Orientation 11
Supplemental or Alternative Programs 12
Questions and Answers: Curriculum 13
Instructional Strategies 14
How Classes are Taught 14
How Learning Is Assessed 14
How Credit Is Granted 14
Questions and Answers: Instructional Strategies 15
School Climate 17
Parent Invovlement 17
Cocurricular Activities 17
Safety 17
Questions and Answers: School Climate 18
Guidance and Counseling in the Continuation Program 19
Coordination Programs 19
Questions and Answers: Guidance and Counseling 20
Model Continuation High Schools, 1991–94 21
Appendix: Criteria for the Establishment of a New Continuation High School 25

Preface

The demands of modern society have created an increasing need for educational options to help students complete their schooling. Continuation education is designed to meet the needs of students sixteen through eighteen years of age who have not graduated from high school, are not exempt from compulsory school attendance, and are deemed at risk of not completing their schooling. Over 500 continuation high schools serve approximately 115,000 such students year-round.

Students enrolled in continuation high schools are provided with educational programs designed to meet their individual needs. These options include flexible schedules, individualized academic education programs, personalized guidance and counseling, and work-study programs. All continuation education programs must concentrate on the core proficiencies specified in Senate Bill 813 (1983) and provide students an opportunity to earn a high school diploma while learning the skills needed to live and work in society.

Continuation education has been an integral part of California's comprehensive educational program for 74 years. Efforts to improve the quality of education for all California students and reduce the high school dropout rate make such options as continuation education an even more important program alternative today. This revision of *Continuation Education Programs in California Public Schools* is designed to help school administrators, teachers, and counselors operate and improve their continuation programs as well as develop a school program based on the *Model Curriculum Standards, Grades Nine Through Twelve* (California Department of Education, 1985); and *Raising Expectations: Model Graduation Requirements* (California Department of Education, 1983). This handbook references up-to-date legal and technical information and documents pertinent to continuation education for administrators and continuation program staff.

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Introduction

The purpose of this handbook is to offer those involved in continuation education a resource for implementing and improving programs.

An individual new to continuation education can find here the information needed to understand how this educational option is meant to be operated. Veterans in a continuation education school will find the references needed to improve a program. Finally, a school district or individual interested in beginning a continuation education program will be able to use this handbook to get started.

The handbook is divided into five sections: school management, curriculum, instructional strategies, school climate, and guidance and counseling. These areas are parallel to the format used in a Department of Education document titled *Quality Indicators for Alternative Education Programs in California Public Schools* (1990). The most frequently asked questions regarding the implementation of continuation education programs appear in the question and answer pages following each major section.

Applicable sections from the California *Education Code* and the *California Code of Regulations, Title 5, Education*, are listed after each major heading for the convenience of the reader. Those sections were correct at the time of publication but may be amended at any time.

The Purpose of Continuation Education

All California students are required to attend school until they are eighteen years of age. But what happens when a student is unsuccessful in the comprehensive high school system? What becomes of a sixteen-year-old beginning her junior year with so few credits that graduation is impossible? What about the seventeen-year-old who has become so alienated from a larger, impersonal high school that he begins to skip classes regularly and jeopardizes his chances of graduation? And what does the comprehensive high school do with the student whose anger, even after several attempts at correction, causes him to drive teachers to distraction?

In California one of the solutions to the problems is continuation education. As high school students face failure and frustration in the regular school, they are counseled to consider an alternative program that allows them to attend high school in a more flexible environment. They can enroll in a program that has small class sizes, a student-centered curriculum that can be individualized, and increased personal counseling services.

Some students come eagerly; others arrive feeling unsure of the move and concerned that they have been forced to leave their present high school. California's continuation high schools take all of these students and offer them an opportunity to get back on track educationally. Students will find professionals interested in working with them so that they can meet their personal goals. Young people who were not able to do well in a large, traditional setting will find themselves being successful, earning credits, and developing a feeling of self-worth and responsibility.

Many students will improve their situation and be able to graduate from the continuation high school or complete the *California High School Proficiency Examination*. Some will return to their home schools. Others will make a transition to adult education, where they can earn a diploma or through the *General Educational Development Test* earn a High School Equivalency Certificate. Whatever their goal, students who attend continuation high school are given a new chance to succeed. Young citizens who would have failed to graduate are able to become productive persons who acquire needed job skills. Many will go on to college or vocational schools. There is no typical continuation student; but there are countless individuals who need the opportunities provided by continuation education.

Background

Continuation education, an educational option for students since 1919, is a high school diploma program for students whose needs are not being met in comprehensive high schools. Continuation education programs have been established in most school districts throughout California. Today, approximately 500 continuation high schools enroll nearly 10 percent of California's high school students.

Students enrolled in continuation education programs include those who are employed, have adjustment problems, or need a flexible educational environment. Continuation schools assist students in acquiring a high school diploma by offering a broad-based curriculum that includes personalized instruction; a work-study program; and intensive counseling, guidance, placement, and follow-up services. A recent program innovation is service learning, an educational strategy allowing students to provide service to the community in an organized, realistic context and thereby apply the skills and concepts they learn in the core curriculum.

The characteristics of the typical continuation school include small class size, an individualized open-entry/open-exit program, and a competency-based curriculum. In addition, students issued a high school diploma must meet minimum competencies established by their school district and state-mandated graduation requirements.

Objectives of Continuation Education

Continuation education programs are designed to meet the unique personal and educational needs of students who may have been unsuccessful in previous educational settings. To ensure that students are motivated to participate in continuation education programs, schools must have well-trained staff and offer flexible programs based on an open-entry/open-exit system. In addition, schools must assess each student to determine his or her learning style and rate of

achievement. The objectives of continuation education programs include but are not limited to helping students to:

- Acquire a high school diploma or California High School Proficiency Certificate.
- Transfer to institutions of higher education.
- Become productive persons through vocational preparation and acquire entry-level job skills.
- Develop a feeling of self-worth, self-confidence, and personal satisfaction.
- Develop a sense of responsibility.
- Develop a tolerance and understanding of a variety of viewpoints and cultural contexts.
- Engage in meaningful recreational and leisure-time activities.
- Understand and obey laws and participate in constructive civic and community activities.
- Understand and practice sound money management and become intelligent consumers.

Continuation education programs have been established according to legal requirements outlined in various codes, including the *California Education Code* and the *California Code of Regulations, Title 5, Education*. These basic legislative requirements are summarized under the pertinent sections dealing with school management, curriculum, instructional strategies, school climate, and guidance and counseling.

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Establishing and Implementing a Continuation Education High School

All school district applications must respond to the criteria listed in "Criteria for the Establishment of a New Continuation High School" in the appendix of this handbook. For example, a copy of the governing board's resolution (executed during a public board hearing) regarding the new continuation high school must be included with the cover letter from the district superintendent requesting the establishment of a continuation high school.

The application must also describe the circumstances that compel the district to expand continuation education services. That description should include specific data on pertinent changes in local demographics, changes in student achievement levels, and other factors creating a need for the kind of alternative instructional environment that continuation education provides. A statement of philosophy and goals will ensure the design of a program that, when implemented, will meet the unique personal and educational needs of students who may have been unsuccessful in previous educational settings.

Application Process

School districts must submit an application to the California Department of Education for each new continuation education high school to be established. Applications are accepted year-round. Usually, however, they are submitted for review and technical assistance well before the new school's intended start-up date. Districts are instructed to obtain approval for attendance accounting procedures for the new continuation high school from the Department's Education Finance Division. Copies of the district's forms for period and monthly attendance accounting must be included in the application.

Each new school must obtain a county-district-school (CDS) code number. Applications for CDS code numbers must be sent to the Department's Information Systems Office. CDS code numbers are not issued *until* the district application has been approved and a funding letter is processed. Telephone numbers for these offices are provided in the appendix.

Administrative Oversight

A continuation high school is defined as a high school which is physically and operationally distinguishable from other schools. If the continuation school shares space with another type of school, it can be considered a continuation school only if the district can show conclusively that the continuation facility is, in fact, a separate institution with its own administration, teaching staff, course of study, and clearly identifiable location.

The objective is to ensure the establishment, maintenance, and operation of a continuation high school as a separate organizational unit. The governing board of each school district shall provide a director of continuation education who is responsible for the organization and administration of the district program of continuation education and for the guidance, placement, and follow-up of participating students. The principal may serve as the director of continuation education if he or she holds an administrative credential.

Funding the Continuation High School

Student enrollment in continuation education generates regular a.d.a. dollars to support the implementation of the school's program. Additionally, funding calculated in the same manner as the funding available to rural small necessary high schools is available as an add-on for the establishment of a new continuation high school. Although based on the necessary small high schools foundation's formula for the establishment of rural schools, the adjusted revenue limits for all continuation high schools funded after June 30, 1978, are different.

Upon approval of the district's application, the Department of Education prepares a funding letter that specifies the name of the school, the proposed full-time employment (FTE) equivalents, the a.d.a. ratio, and the revenue limits anticipated by the district and approved by the Department. The funding letter is viewed by the Department as a contractual agreement to implement a continuation high school.

Legislative intent requires that the special funds for eligible students be expended by the continuation schools at which those students are enrolled. A district may not be entitled to receive any apportionment of funds related to attendance in continuation education high schools unless the district has complied fully with the specifications of the funding letter and the previsions of the *Education Code* and *Title 5* regulations described in this handbook.

Facilities and Site Location

All school districts should select school sites that provide safety and support learning. Educational facilities planned for continuation education sites must meet the standards required by the Field Act and related laws for school site selection. At the request of local school boards, exemptions may be granted to any of the standards if the district can demonstrate that mitigation of specific circumstances overrides a standard without compromising a safe and supportive school environment.

The planned location of a continuation high school adjacent to or on the same campus as an existing comprehensive high school has resulted in school districts being required to demonstrate that the proposed site meets the criteria for "separate continuation schools." *Each continuation high school in a district should be available on an open and voluntary enrollment basis to any student served in the district.* The telephone number for the Department of Education's School Facilities Unit is provided in the appendix.

Scheduling for Maximum Flexibility

A continuation high school shall be conducted for no less than 175 days during the school year. For apportionment purposes, a day of attendance in continuation education is 180 minutes. However, no pupil may receive credit for more than 15 hours of attendance per school week, proportionately reduced for those weeks having weekday holidays on which classes are not held. Statewide practice and department policy regarding nonrestrictive use of alternative means for students to complete requirements for graduation have resulted in daily schedules that offer morning, afternoon, and sometimes evening classes beyond the 180-minute minimum day. To ensure that students are motivated to participate in continuation education programs, schools must design programs with maximum access to required courses.

Selection of Staff

Teachers on assignment at a continuation high school must have the same basic qualifications (a valid teaching credential and fitness to perform) and be employed in the same manner as other teachers in the district. Assignments to such special schools as continuation high schools should be made only with the consent of the individual teachers. Teaching assignments should reflect, at a minimum, the FTE proposed in the district application and on which the special add-on funding is based. As educational standards increase for both students and staff, the staff should be well prepared in their subject areas and support continuation education as a successful learning environment for high school students.

Curriculum and Instructional Approaches

The learning outcomes for continuation students should be the same as the outcomes expected of students graduating from any other schools in the district. Meeting the challenge of excellence in any educational setting, including continuation education, requires a variety of instructional approaches that motivate and inspire students. Successful approaches and supplements to classroom instruction in continuation education are discussed in the "Instructional Strategies" section of this handbook.

In addition to the required academic courses for graduation, the program of instruction must emphasize occupational or career orientation or a work-study schedule. It must also offer intensive guidance and counseling services to meet the students' special needs. The supplemental programs and services can include, but not be limited to, independent study, regional occupation programs, work-study, career counseling, job placement, and follow-up after graduation.

Program and Student Evaluation

The district's application should contain school-level objectives, derived from the goals of the continuation education program, that will be used for the annual evaluation of the continuation program. The school should assess students' progress through a comprehensive assessment

program that emphasizes their knowledge, *performance, and depth of understanding*. Districts must also maintain a program that ensures each student, upon reaching the age of sixteen or prior to the end of the tenth grade (whichever occurs first), a systematic review. That review covers the student's academic progress and provides counseling on the options available during the final two years of high school. Continuation schools have, to an extent, been included in the Department of Education's program compliance review process when the school receives district categorical funding. Many continuation high schools have also utilized the Western Association of Schools and Colleges (WASC) accreditation review process for evaluation and improvement of their programs.

Over the past four years, the California Department of Education and the California Continuation Education Association have identified 59 exemplary continuation high schools through the Model Continuation High School selection process. School district personnel planning a new continuation high school are advised to visit the model schools to view innovative and exemplary programs in operation. The "Model Continuation High Schools, 1991-94" section of this handbook lists the model schools and includes addresses and telephone numbers.

School Management

Leadership is often the key to quality education. The administration sets the tone of the school and provides for positive change, high standards, and effective organizational management. Strong leadership of alternative and optional education programs like continuation education is needed to establish and maintain these high expectations within a caring community.

The school management component of continuation education is divided into several sections: funding, staffing/administration, student admission, attendance accounting, facilities, data collection, and program assessment.

Funding

Continuation schools and classes are funded through two main sources. The primary funding for *all* continuation education programs is provided through the regular secondary school revenue limits. Before enactment of the Jarvis-Gann Initiative (Proposition 13), continuation high schools received add-on funding based on the small necessary high school program formula. At that time the additional funding was folded into the district/school revenue limit. Since 1978-79 new continuation high schools can qualify for and receive the add-on monies available under the necessary small high school foundation program formula for continuation high schools.

Applicable Code Sections

Education Code

42122	District budget requirements.
42243.7	Adjustment of revenue limit; districts receiving approval for continuation education high school for 1979-80 fiscal year and thereafter.
42244	Legislative intent; expenditures on continuation education school program.
42283–42285	Necessary small high schools; definition; conditions; computations.
42243.7	Calculations for revenue add-ons for continuation schools founded after 1978-79 fiscal year.
48431.7	Supplemental appropriation to support section 48431.6 regarding systematic review of student academic progress and counseling available during final two years of high school.
48437	Grants from federal government or other sources.
48438	Continuation schools; expenditures and allocation of funds. Funds generated by continuation program shall be spent on continuation education. State and federal categorical funds shall be allocated to continuation schools to the maximum extent permitted.

CCR, Title 5

11006	Apportionments related to compliance with provisions of Article 1 standards for continuation education.

Staffing/Administration

The unique nature of the continuation education program requires teachers, counselors, and administrators to have a basic understanding and acceptance of continuation education policies and instructional philosophy, which are generally described in the goals and vision statement for each school. As educational standards increase for both students and staff, staff should be well prepared in their subject areas and support continuation education as a successful learning environment for high school students. It is also critical to the success of the program that a concerted effort be made to maintain low class sizes. The teacher-to-pupil ratio should not exceed 1:15 unless instructional aides are provided (source: *Quality Indicators for Alternative Education Programs*, 1990) so that student deficiencies might be remediated more effectively.

Applicable Code Sections

Education Code

41402	District administrative ratios.
44834	Criteria for employment in administrative or supervisory positions.
44860	Qualifications for employment as principal.
44865	Qualifications for teachers in continuation education.
48430	Legislative intent for continuation programs.
48431	Governing board of high school district shall establish and maintain guidance, placement, and follow-up programs.
48432	Establishment and maintenance of continuation classes. School districts shall provide continuation programs if they have more than 100 seniors. Exemption provision for fewer than 100. Regional occupational centers or programs in lieu of continuation education.
48436	Standards and regulations for organization and administration of continuation programs.
49600	Counselors shall be appropriately credentialed. Counseling component description and mandated activities.

CCR, Title 5

11000	Governing board shall provide a director of continuation programs.
11004	Board shall establish a separate administrative unit for continuation programs.
11010	Exemption from maintaining continuation education classes.

Student Admission

Students with a wide range of academic abilities and achievements may be referred to a continuation school at any time. Consequently, each program must be established on an open entry/open exit basis. The California *Education Code* clearly outlines the criteria for enrollment both voluntary and involuntary. Discretion should be used in accepting students under sixteen years of age because of the part-time nature of continuation education. There is no restriction on the maximum age for students continuously enrolled in continuation education.

Applicable *Education Code* Sections

48200	Compulsory education law; children between six and eighteen years of age.
48204	Residency requirements.
48401	Failure to provide continuation education classes; complaints and enforcement.
48413	Voluntary enrollment of persons over sixteen and under eighteen shall be permitted in continuation programs.
48414	Reenrollment without prejudice for students exempted from compulsory continuation education.
48416	Rules allowing students leaves of absence from continuation program.
48432	Provision for voluntary enrollment of minors in a regional occupational center or program in lieu of continuation education classes.
48432.5	Rules governing involuntary transfers to continuation programs.
48903	Limitation on days of suspension; transfer to another alternative program.
48917	Suspension of order to expel; rehabilitation program.
51720	Establishment and maintenance of evening high school programs for minors.
56347	Special Education Students. Individualized education programs; knowledge of content of programs by teachers including alternative education programs.

Attendance Accounting

Through the process of attendance accounting, school districts keep track of the attendance and

absence of pupils for two main purposes; that is, compliance with state compulsory attendance law and proper allocation of state educational funding apportionments. The basic measure of attendance in the continuation education system is known as average daily attendance or a.d.a., usually computed as the number of days school was in session. For each unit of verified a.d.a. as of a specified date, a district receives an amount of apportionment funding from the state school fund as set out in the current state budget. Continuation students are recorded as present in class each period. This system is known as positive attendance and differs from comprehensive schools, which must record students who are absent each period (negative attendance system). The California Department of Education must approve all methods of recording attendance within a school district. (For more information on the rules governing continuation education attendance accounting refer to the *Attendance Accounting Manual* [Sacramento: California Department of Education, 1991].)

Applicable Code Sections

Education Code

37202	School calendar; equality of length of term; exceptions.
37223	Weekend classes, including continuation classes.
46140	Students in continuation can be credited with more than one day of attendance on any calendar day.
46170	Minimum school day for continuation education.
48400	Compulsory continuation education; weekly minimum attendance requirements for students sixteen through eighteen years of age.
48402	Minimum of 15 hours of attendance per week for nonworking students in continuation programs.
48403	Habitual truants at continuation schools.
48410	Students exempted from compulsory continuation education.
48432	Districts may qualify for exemption from maintaining special continuation education classes as permitted.
48433	Minimum of 4 hours per week for students subject to compulsory continuation education or classes conducted by a regional occupational center.
48434	Hours of instruction for continuation programs during regular school hours.
48450	Duty of parent to compel attendance.
48451	Investigation of parent by school board.
48452	Criminal complaint against parent.
48453	Filing and prosecution of complaint by attendance supervisor.
48454	Penalties for noncompliant parents.
48903	Continuation students may be suspended up to 30 days.
48912.5	Continuation school; suspension; time.

CCR, Title 5

401, 405, 406	Attendance provisions in clock hours reported on a state register or a district form approved by the California Department of Education.
11010	Exemption from maintaining continuation education classes.

Facilities

Continuation education programs are designed to meet the unique personal and educational needs of students who may have been unsuccessful in their previous educational settings. Consequently, it is essential that a continuation environment be created that is separate, unique, safe, and distinguishable from a comprehensive school. *Note:* Temporary and permanent structures must meet Field Act requirements.

Applicable Code Sections

Education Code

39141	Definition of school building.
39141.3	Exemption for nonconforming school building.

42243.7 Foundation program for continuation schools.

CCR, Title 5

11004(a)(b) Separate continuation high schools.

Data Collection

No mandated process exists for an end-of-the-year report. Sites are encouraged to maintain accurate records in areas such as expenditures and services offered, teacher assignments, enrollment and attendance, student achievement and graduation success, class size, and teaching loads. Those schools that annually evaluate their schools for quality or model-school designation should consider documenting classroom discipline and learning environment, counseling and support services, textbooks and instructional resources, school facilities and safety, quality of school instruction and leadership, training and curriculum improvement, teacher evaluation, and salary information. Program review and improvement can be validated with this type of current data.

Program Assessment

Senate Bill 813 (1983) requires that all California schools, including continuation education high schools, complete an accountability report card for public perusal each year. Typically, this document is seen as the school's attempt to document its effectiveness according to specific criteria. It is recommended and encouraged that each continuation school undergo a program quality review or an accreditation review by the Western Association of Schools and Colleges or both.

Questions and Answers: School Management

Q. Are school districts required to provide a continuation education program?

A. Yes. If more than 100 twelfth graders are enrolled in the district, the district is obliged to provide continuation education. If fewer than 100 twelfth graders are enrolled, the district may apply for an exemption that allow students to be provided continuation education services (by arrangement) by a neighboring district. (*Education Code* Section 48401)

Q. What are some of the steps to follow in establishing and developing a new continuation high school?

A. After doing a needs assessment that is supported by a local board resolution authorizing a new continuation high school, the school district must request an application from the California Department of Education, School Interventions Unit. The application includes "Criteria for the Establishment of a New Continuation High School" (see the appendix).

Q. May an application be submitted at any time during the year for the establishment of a new continuation education high school?

A. Yes. An application may be submitted at any time during the year with the intent of beginning a program the following September. Year-round school calendars will be adjusted accordingly.

Q. What is the difference between a continuation high school and a necessary small continuation high school?

A. The term *necessary small continuation high school* is often applied by districts to recently established continuation high schools that qualify for and receive necessary small high school foundation add-on funding. This funding is based on a funding formula similar to that provided in *Education Code* sections 45584–45585 for regular necessary small high schools that are small because of enrollment and are topographically isolated or rural schools. Schools established prior to 1979 have had the add-on funding folded into their revenue limit. *All established and new continuation high schools funded since 1979 must meet the basic legislative requirements described in this handbook.*

Curriculum

In general the curriculum in a continuation education program is individualized and competency-based. It is recommended that it be aligned with the California Department of Education's *Model Curriculum Standards* and state curriculum frameworks and with district curriculum guides. It is often thematic and interdisciplinary, involving several curriculum areas. A major focus is placed on the life-skills application of the various curriculum areas. The curriculum content is often supplemented by courses in self-esteem and self-development. All students in the district must meet the graduation requirements and minimum competencies adopted by the district governing board.

Continuation schools and programs were established to provide:

1. An opportunity for students to complete the required academic course of instruction and graduate from high school
2. A program of instruction emphasizing occupational orientation or a work-study schedule and offering intensive guidance services to meet the special needs of students
3. A program designed to meet the educational needs of each student, including but not limited to independent study, career counseling, and job placement services *as a supplement* to classroom instruction

Course of Study

The course of study in continuation education must meet state and local requirements. Graduation credits may vary between continuation and comprehensive schools because of electives and physical education requirements. Districts are encouraged to adopt alternative means for students to complete physical education and other courses of study.

Applicable *Education Code* Sections

48430	Legislative intent for continuation education programs.
51055	Course of study shall be prepared under the direction of the district governing board.
51215	Standards of proficiency in basic skills.
51220	Areas of study for grades seven through twelve.
51222	Physical education requirements.
51224	Governing board shall prescribe course of study for students attending schools within the district.
51225.3	Requirements for graduation; alternative means to complete course of study.
51228	Graduation requirements; minimum standards and courses.
51241	Temporary or permanent exemption from physical education.

Occupational Orientation

The continuation program is mandated to provide a program of instruction that emphasizes occupational orientation and a work-study schedule. The following code sections are concerned with work experience education and regional occupational programs and centers.

Applicable Code Sections

Education Code

48432	Permits districts to establish and maintain regional occupational centers or programs. Allows students to enroll in ROCs/ROPs concurrently or in lieu of continuation education.
49110	Work permits for minors.
51760.3	Details requirements for granting credits for work experience.
51769.5	Allows exceptions to *Labor Code* sections 1292, 1293, and 1294 for students enrolled in work experience education programs.
52300	States legislative intent in providing for the establishment of ROPs/ROCs.
52309	Curriculum provided by an ROC/ROP must be approved by the California Department of Education.

52310	Credits earned from courses in an ROC/ROP may be applied toward completion of graduation requirements.
52314.5	Allows youths sixteen through eighteen years of age who are not attending high school to enroll in an ROC/ROP. Such students are to be encouraged to return to high school.

CCR, Title 5

10070	Districts conducting work experience education must develop a plan in accordance with the California Department of Education standards.
10071	Identifies on-the-job experiences that the school district may offer to students.
10072	Work stations must be approved by the work experience education coordinator.
10073	Requires related classroom instruction for students involved in work experience.

Supplemental or Alternative Programs

Independent study programs, correspondence education, adult education, and community college attendance are other means to earn additional credit while enrolled in a continuation high school. Students who are pregnant or who are parenting may remain in school and may be enrolled in special programs that allow them to continue their goals of completing their high school education and graduating. Students living in out-of-home placement may have additional services available to them through such programs as Foster Youth Services.

Applicable Code Sections

Education Code

8390	Programs for the care and development of infants, and the training of students in their roles as parents, as part of the high school program.
8900–8911	Pregnant minors programs; coordination of programs serving pregnant and parenting teenagers with other programs, goals, and transitional services.
42920.5	Refers to funding for supplemental services for students in out-of-home living placement.
48800	Allows the governing board to determine and authorize students who would benefit to attend a community college as a special part-time student.
48801	Requires the special part-time student to undertake courses of instruction of a scope and duration sufficient to satisfy the requirements of law and to attend school for the minimum school day.
51740	Allows districts to provide students with instruction by correspondence provided by the University of California or other university or college in California accredited for teacher training.
51745	Allows a school district to offer independent study. Also states that no more than 10 percent of the pupils participating in an opportunity school or program or a continuation high school shall be eligible for apportionment credit for independent study.
52500	Minors may be admitted to adult evening classes pursuant to board policy.
52500.1	Sets forth criteria for the enrollment of high school pupils in adult education programs.
52523	Sets forth criteria for adult education courses that supplement the high school curriculum.
52890	Outreach consultants; school-based motivation and maintenance program.
52900	Alternative education and work centers for school dropouts.
58500	Establishment, maintenance, and definition of alternative schools.

CCR, Title 5

1633	Allows for granting credits toward graduation for correspondence instruction. Limits the number of credits to 40.

Questions and Answers: Curriculum

Q. What are the requirements for graduating from a continuation school?

A. All graduating students are issued a diploma by the local governing board. The current requirements for issuing a diploma were established by Senate Bill 813 (1983). Consequently, continuation school diplomas are issued according to the same requirements as those established for the comprehensive school. *Education Code* Section 51225.3(b) requires that each governing board shall adopt alternative means for students to complete the prescribed course of study. All schools are encouraged to meet or exceed the core curriculum content approved by the State Board of Education and described in the *Model Curriculum Standards, Grades Nine Through Twelve* (California Department of Education, 1985).

Q. May students enrolled in special education programs be assigned to continuation education programs?

A. Students with exceptional needs who are enrolled in a special education program may be placed in alternative education programs, including continuation education, in accordance with an individualized education program (IEP). Students should continue receiving special education services unless it is determined by the IEP team that the services are no longer needed. Agencies with questions regarding such assignments should contact the school district's special education office for guidance.

Q. Are continuation education students permitted to take the *General Education Development Test* (GED)?

A. Students younger than age seventeen are not permitted to take the GED test. Students, including continuation education students, who are seventeen years old may take the GED test if they have been out of school for 60 days *and* they have a written request from a branch of the armed services, a post-secondary institution, or prospective employer. Continuation education students may also take the GED test if they are within 60 days of reaching their eighteenth birthday *or* within 60 days of the date they would have graduated with their peers had they stayed in their class at a comprehensive high school and followed the usual course of study.

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Instructional Strategies

Alternative programs were developed to provide alternative pathways to comparable learning. The learning outcomes for continuation students should be congruent with the learning outcomes expected of every student graduating from the district.

How classes are taught, how learning is assessed, and how credit is granted differentiate the continuation high school from the traditional comprehensive high school. This distinction may be the greatest strength of continuation education.

How Classes Are Taught

Although learning may be self-paced and the student is allowed to set his or her own time for accomplishment, instruction should not be limited to completion of contracts and learning-activity packets. Meeting the challenge of excellence in education requires a variety of instructional approaches which motivate and inspire students.

Presentation of the curriculum needs to be motivated by hands-on approaches that are relevant and meaningful. Cooperative-learning strategies should be used to improve learning and promote positive student interactions. Teachers must be sensitive to students' strengths, weaknesses, and learning styles.

A variety of instructional tools should be used. Computer-assisted instruction, videos, laser discs, and other technologies, together with a variety of instructional approaches, should be used to provide students with multiple access paths to common-core learning.

How Learning Is Assessed

Frequent monitoring of student progress and learning ensures success in achieving objectives. Such monitoring provides an accurate assessment of progress and achievement effectively and cognitively.

Multiple means of assessment appropriate for the expected learning outcomes are required. The demonstration of a skill, completion of a project, a video presentation, an oral report, an essay, the passing of an examination or a series of quizzes, or the development of a portfolio may all be appropriate and valid means of assessment for a particular unit and for a particular student.

How Credit Is Granted

A variety of methods for granting students credit in continuation education classes have been developed. The most common methods for granting credit for classes used in the continuation programs include the competency-based system, the outcome-based system, and the productive-hour system.

- *Competency-based system.* Students enter the continuation program at various times during the school year and bring with them a significant amount of prior learning for which they have not received credit. Students demonstrate their prior learning through an assessment component and may be granted credit for the course content.
- *Outcome-based system.* Students are made aware of learning outcomes required to demonstrate mastery and are provided with the work, help, and time necessary to achieve those outcomes. Students are not required to spend a specified amount of time on the work. The assessment component allows granting of credit whenever the outcomes are achieved and demonstrated.
- *Productive-hour system.* This system is used in those courses in which it is difficult to measure learning outcomes. Students enrolled in this system receive one semester hour of credit for each 12–15 hours of productive participation in the course.

  Note: The *Education Code* contains provisions on the evaluation of each student's achievement and actions taken for an excessive number of absences that might result in a student's failing a course.

Applicable Code Sections

Education Code

48412	Certificate of proficiency; high school diploma equivalency.
49067	Regulations on student achievement.
51225.3	Requirements for graduation; adoption of alternative means.
51411	Residence as a condition for graduation.

52017	School improvement; secondary school plan.

CCR, Title 5

1600	Allows credit to be granted based on hours or content equivalency.

Questions and Answers: Instructional Strategies

Q. Are continuation education students required to be assessed for academic achievement?

A. The required assessment of continuation education students follows the same schedules and time lines used for students in comprehensive schools. Prior to the implementation of the recent California Learning Assessment System (CLAS), students were subject to the districtwide and statewide assessment time lines set forth by the California Assessment Program (CAP). Continuation students are subject to whatever statewide assessment system is in place.

Q. Should continuation education students meet the same graduation credit requirements as students attending comprehensive schools?

A. Generally, continuation education students are required to complete the same number of units for graduation as students do in regular programs. However, school districts are encouraged to adopt policies and alternative means for students to complete the prescribed course of study that may include practical demonstrations of skills and competencies, supervised work experience, or other outside school experience, interdisciplinary study, independent study, and credit earned at a postsecondary institution. (See *Education Code* sections 51225.3 and 51228.) School districts may also develop policies for granting variable credits to students (*Education Code* sections 48232, 48416.)

Q. Are continuation education students required to complete physical education requirements (*Education Code* sections 51222, 51241)?

A. All students except those who are excused or exempted pursuant to Section 51241 are required to attend physical education courses for a total of not less than 400 minutes for each 10 days of school. Temporary and permanent exemptions from physical education are allowed under Section 51241 that may be applied to continuation education students. For example, a governing board may, with the consent of the student, grant a two-year exemption from physical education during grades ten through twelve, inclusive; or the board may grant a permanent exemption if the student is sixteen years of age or older and has been enrolled in the tenth grade for one academic year or longer.

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School Climate

The educational climate of a school is set by students, staff, and the community. Quality learning and high standards are attainable within a positive environment in which each person is respected and honored. Successful experiences, encouragement, opportunities for professional growth, high expectations, trust, and caring are signs of a positive climate in which teaching and learning can thrive. The alternative program offers an environment in which students and teachers alike can discover a strong sense of self-worth.

Parent Involvement

Each school staff should seek support and involvement from parents and other community members. They should consider the formation of appropriate advisory or site councils; conduct activities that demonstrate to the parents and their community the achievement and success of their students; and strive for business partnerships and adopt-a-school programs. The responsibility and accountability of parents should be encouraged.

Applicable *Education Code* Sections

48401	Failure to provide continuation education; enforcement and complaint procedures.
48450–48454	Duties of parent(s) to ensure that their children attend continuation school; complaint procedures; penalties.
49069–49072	Rights of parents; access to student records; challenging content of records; hearing panel; response to student disciplinary actions.
52000	Improvement of elementary and secondary education.
52800	Flexibility for schools and school districts to coordinate funds.
58050	School-based coordinated plan.

Cocurricular Activities

Each continuation high school shall offer cocurricular activities designed to meet the needs of the students, including traditional activities, such as student government, clubs, sports, and field trips.

Applicable Code Sections

Education Code

48436	Standards for organization and administration of continuation education programs.
48930	Purpose of student body organizations.
48931	Authorization for sale of food by student or adult organization.
48932	Fund-raising; governing board authorization.
48933	Deposit or investment of student body organization funds.
48937	Audit of student funds raised by any student body or student organization.
48938	Trust for funds of unorganized student body.

CCR, Title 5

11002	Instruction based on individual needs.
11003	Coordination of instructional and training programs.

Safety

The school plant shall be adequate to meet the needs of the educational program as specified by the governing board. The site should be maintained at the same level as the other district schools. Each continuation high school shall be conducive to promoting a safe and positive school climate and learning environment.

Applicable *Education Code* Sections

32251	School Safety and Security Resource Unit.
32252	Functions of the School Safety and Security Resource Unit.
35181	Discipline; student responsibilities.

39141	School buildings.
39141.10	Owned relocatable facilities; waiver of provisions; extension; applicability.
39300	Authority to lease structures; construction of new buildings.
44014	Report of assault by student against school employee.
44806	General duties of teacher regarding safety.
48900	Grounds for suspension or expulsion.

Questions and Answers: School Climate

Q. May a continuation education high school staff participate in a district's staff development days provided as part of a school-based coordinated plan?

A. Continuation high schools can gain access to the district's eight staff development days by utilizing the provisions of the School Based Program Coordination Act (*Education Code* Section 52800) *or* the staff development provisions in Senate Bill 1882 (*Education Code* Section 44670). In either case schools are required to coordinate staff development activities related to categorical programs through a school-based coordinated plan pursuant to *Education Code* Section 52850. If a continuation high school is participating in a student-free day of professional development, it must have a professional development plan developed and approved by its school site council and adopted by the local board of education. For additional information regarding the school-based coordination plan contact the School Improvement Office at (916) 657-2930 or the Professional Development Program Office at (916) 657-5463.

Q. What standards must the facilities of continuation high schools meet?

A. Continuation high school facilities must meet the definition of school buildings as specified in *Education Code* Section 39141. However, the State Allocation Board may grant waivers to school districts for the use of facilities considered to be nonconforming school buildings pending their repair, reconstruction, or replacement. A district intending to use an owned relocatable building or structure for school purposes may obtain a one-time waiver of the facilities standard for a maximum of three years by submitting to the State Allocation Board satisfactory evidence that the district is proceeding, in a timely manner, with a program that will eliminate the need for the owned relocatable facilities within that time period.

Guidance and Counseling in the Continuation Program

Continuation programs strive to provide an intensive support system to students that will promote successful experiences in school, in the community, and in the transition from school to work. The multiple needs that students bring to school demand individual counseling as well as group counseling in one or all of the following areas: personal, academic, occupational, job placement, and follow-up. All students subject to compulsory continuation education should be provided guidance, placement, and follow-up services.

The *Education Code* and the *California Code of Regulations, Title 5, Education*, contain explicit requirements for incorporating guidance, counseling, and placement for all students participating in continuation education. Sections 11001–11003 of the *California Code of Regulations, Title 5, Education*, require that guidance, placement, and follow-up programs be included in the continuation education program and that the following services be provided regularly:

1. *Academic Counseling*. A systematic review of academic progress and counseling regarding the educational options available during the final two years of high school.
2. *Personal Guidance*. Individual counseling in matters affecting personal, social, and educational adjustment.
3. *Occupational Guidance*. Information regarding future employment opportunities.
4. *Job Placement*. Assistance in securing suitable employment whenever the pupil benefits from such employment.
5. *Support and Follow-up*. Supportive and follow-up services that include the following:
    a. Visitation of employed students at places of employment to determine the effectiveness of the guidance and placement services.
    b. Regular home contacts and parent conferences when a student is not succeeding in the continuation program.
    c. Regular contacts with all students enrolled only four hours per week and all students suspended from continuation education. The objective is that the students eventually return to the full-time continuation education program.

Coordination Programs

According to the *Education Code*, instructional programs must be based on individual needs. The governing board of a school district maintaining continuation education schools or classes shall set up a plan to coordinate the students' instruction and training at school with students' homes, employers, and appropriate agencies and shall designate one or more persons as coordinators. Districts may use as a resource the science and technology career guidance models provided by the California Department of Education.

The governing board must also establish and maintain a program that ensures each student, upon reaching the age of sixteen or prior to the end of the tenth grade, whichever occurs first, (1) a systematic review of his or her academic progress; and (2) counseling regarding educational options available during the final two years of high school.

Applicable Code Sections

Education Code

48431	Establishment and maintenance of guidance, placement, and follow-up program.
48431.6	Academic progress and counseling review program; career guidance and tenth grade counseling.
49600	Counselors must be appropriately credentialed.

CCR, Title 5

11001	Requirement for programs of guidance, placement, and follow-up.

11002	Instruction based on individual needs as determined by counseling and coordination services.
11003	Coordination programs; pupil coordination plan for school, home, and employment activities.

Questions and Answers: Guidance and Counseling

Q. Who may provide guidance, placement, and follow-up services for continuation students?

A. A school counselor holding a valid credential with a specialization in pupil personnel services may provide educational counseling that includes but is not limited to academic counseling, career and vocational counseling, and personal and social counseling. Administrators, teachers, and other staff participating in an organized advisory program approved by a governing board of a school district and *supervised* by a school district counselor may advise and counsel students pursuant to the organized advisory program.

Q. May students under sixteen years of age be assigned to a continuation education program?

A. *Education Code* Section 48432 was revised and became effective January 1, 1983. This section states, in part, "Nothing in this section shall prohibit a minor from enrolling in a program of continuation education or a regular high school program if the minor voluntarily chooses to enroll in the program." Discretion should be used in assigning students under sixteen years of age because of the part-time nature of continuation education. Students under sixteen years of age should be voluntarily enrolled after all other corrective measures have failed. If they are assigned, students should be enrolled in a full-day program in which life and basic skills are emphasized and students are encouraged to receive a high school diploma.

Model Continuation High Schools 1991-94

District 1

East High School ('94)
392 16th Street
Fortuna, CA 95540
John M. Kassis, Principal
(707) 725-1673

Sunset High School ('93)
2500 Elk Valley Crossroads
Crescent City, CA 95531
Dennis C. Burns, Principal
(707) 464-0380

W. C. Carle Continuation High School ('94)
9345 Winchester Street; P. O. Box 309
Lower Lake, CA 95457
David Geck, Principal
(707) 994-1033

District 2

Argus Continuation High School ('94)
2555 Lawrence Street
Ceres, CA 95307
Janet Knoeppel, Principal
(209) 538-0171

Calvine High School ('93)
8333 Vintage Park Drive
Sacramento, CA 95828
Dale Dodson, Principal
(916) 686-7760

Gold Strike High School ('92)
P. O. Box 178
San Andreas, CA 95249
Kristi Rodehorst, Principal
(209) 754-3886

William Daylor High School ('92)
6131 Orange Avenue
Sacramento, CA 95823
Walt Wilson, Principal
(916) 427-5428

District 3

Country High School ('92)
323 Brown Street
Vacaville, CA 95688
Muzetta Thrower, Principal
(707) 446-6844

El Rancho Verde High ('94)
541 Blanche Drive
Hayward, CA 94544
Caroline D. Hendee, Principal
(510) 471-5126

La Paloma High School ('93)
6651 Lone Tree Way
Brentwood, CA 94513
Gerald Hardt, Principal
(510) 634-2888

Laguna High School ('94)
462 Johnson Street
Sebastopol, CA 95472
Thomas Glover, Principal
(707) 823-5328

Olympic High School ('93)
2730 Salvio Street
Concord, CA 94519
Marcie K. Miller, Principal
(510) 687-0363

Piedmont Independent Learning Center ('94)
800 Magnolia Avenue
Piedmont, CA 94611
Tra Holloway Boxer, Principal
(510) 420-3703

Redwood Alternative ('94)
18400 Clifton Way
Castro Valley, CA 94546
Robert Werner, Principal
(510) 537-3193

District 3 (continued)

Ridgway High School ('91)
325 Ridgway Avenue
Santa Rosa, CA 95401
Carroll Dillon, Principal
(707) 528-5325

Temescal High School ('94)
2447 Old Sonoma Road
Napa, CA 94558
Darlene Lance, Principal
(707) 253-3791

Village High School ('93)
4645 Bernal Avenue
Pleasanton, CA 94566
Richard Puppione, Principal
(510) 426-4260

District 4

Calaveras Hills High School ('92)
1331 E. Calaveras Boulevard
Milpitas, CA 95035
Flemming Madsen, Principal
(408) 945-2398

Cypress High School ('92)
Elm at Contra Costa Streets
Seaside, CA 93955
Vicki Phillips, Principal
(408) 899-7025

Mt. Madonna High School ('93)
8595 Culp Drive
Gilroy, CA 95020
Dom Galu, Principal
(408) 842-4313

Robertson High School ('91)
4455 Seneca Park Avenue
Fremont, CA 94538
Wayne Crow, Principal
(415) 657-9155

District 5

Dewolf High School ('93)
2021 N. Clark Street
Fresno, CA 93703
Gerry Catanzarite, Principal
(209) 441-3233

Nueva High School ('91)
8600 Palm Avenue
Lamont, CA 93241
James Caswell, Principal
(805) 845-1532

Sierra Vista High School ('91)
1327 E. El Monte
Dinuba, CA 93618
Mary Ann Boylan, Principal
(209) 591-5732

Vista East High School ('91)
815 Eureka Street
Bakersfield, CA 93305
Fuschia Ward, Assistant Principal
(805) 323-9006

Vista High School ('92)
200 P Street
Bakersfield, CA 93304
Phillip Lacey, Principal
(805) 327-8561

District 6

Liberty Continuation High ('94)
740 Niblick Road
Paso Robles, CA 93446
Ed Chagoya, Principal
(805) 238-2222

Oak View High School ('93)
5701 E. Conifer Street
Agoura, CA 91301
Lawrence Misel, Principal
(818) 707-7919

District 7

Century High School ('94)
20 S. Marengo Avenue
Alhambra, CA 91801
Jacqueline Coulette, Principal
(818) 308-2250

Del Paso High School ('91)
476 S. Lemon
Walnut, CA 91789
Richard Stevens, Principal
(714) 595-1261

29

District 7 (continued)

Desert Winds High School ('93)
45030 Third Street East
Lancaster, CA 93535
Beverly Louw, Principal
(805) 948-7555

Rancho del Mar High School ('93)
38 Crest Road West
Rolling Hills, CA 92074
William E. Howard, Principal
(310) 377-6691

Santana High School ('91)
1006 Otterbein
Rowland Heights, CA 91748
Luciano deSylvia, Principal
(818) 965-5971

Somerset High School ('91)
9242 E. Laurel Street
Bellflower, CA 90706
Joe Stits, Principal
(213) 804-6548

Vail High School ('92)
1230 South Vail Avenue
Montebello, CA 90640
Barton Bynum, Principal
(213) 728-5073

District 8

Abraham Lincoln High School ('92)
4341 Victoria Avenue
Riverside, CA 92507
Richard Kuester, Principal
(714) 788-7371

Alessandro High School ('91)
26866 San Jacinto
Hemet, CA 92344
James Smith, Principal
(714) 652-5117

Chatauqua High School ('94)
P. O. Box 1815
Big Bear Lake, CA 92315
Steve Schour, Principal
(909) 585-2521

Citrus High School ('91)
9680 Citrus Avenue
Fontana, CA 92334
Bryan Malloy, Principal
(714) 357-5300

Goodwill High School ('92)
15733 First Street
Victorville, CA 92392
Susan Wells, Principal
(619) 245-0211

Green Valley High School ('91)
35912 Avenue H
Yucaipa, CA 92399
Michael Likins, Principal
(714) 795-6214

Hillside High School ('92)
1220 W. Ninth Street
Upland, CA 91786
Leila Minnis, Principal
(714) 949-8400

March Mountain High ('94)
13911 Perris Boulevard
Moreno Valley, CA 92553
Jon Gaffney, Principal
(909) 485-5700

Milor Continuation High ('94)
266 W. Randall
Rialto, CA 92376
Charlene De Branch, Principal
(909) 820-7880

Mojave High School ('93)
16633 Lemon Street
Hesperia, CA 92345
Arlene Gluck, Principal
(619) 948-3999

Mt. San Jacinto High School ('91)
30-800 Landau
Cathedral City, CA 92234
Richard Savarese, Principal
(619) 324-7199

District 8 (continued)

Orangewood High School ('93)
515 Texas Street
Redlands, CA 92374
Robert L. Denham, Principal
(909) 792-1178

District 9

Alta Vista High School ('91)
1575 Bonair Road
Vista, CA 92084
Sandra Williamson, Principal
(619) 724-3775

Chaparral High School ('91)
1600 N. Cuyamaca Street
El Cajon, CA 92020
Barbara Stanley, Principal
(619) 448-1401

Ivy High School ('94)
1056 Winterhaven
Fallbrook, CA 92028
Marc Steffler, Principal
(619) 723-6395

Palomar High School ('91)
480 Palomar Street
Chula Vista, CA 92011
Richard Alvord, Principal
(619) 691-5480

District 10

Gilbert High School ('91)
501 Crescent Way
Anaheim, CA 92803
Emil Nolte, Principal
(714) 999-3605

Valley Vista High School ('94)
9600 Dolphin Drive
Fountain Valley, CA 92708
Richard Maynard, Principal
(714) 964-7766

District 12

Adelante High School ('91)
350 Atlantic Street
Roseville, CA 95661
Rees L. Lee, Principal
(916) 782-3155

Discovery High School ('94)
504 W. Lennox
Yreka, CA 96097
James A. Beck, Principal
(916) 842-1659

Fair View High School ('91)
102 W. 11th Street
Chico, CA 95926
Jerry Simmons, Principal
(916) 891-3092

Prospect High School ('94)
2060 Second Street
Oroville, CA 95965
Barry Kayrell, Principal
(916) 534-1272

Ridgeview High School ('92)
13365 Sky Way
Magalia, CA 95954
James Stark, Principal
(916) 872-6478

Valley High School ('91)
P. O. Box 339
Hayfork, CA 96041
Marvin Stewart, Principal
(916) 628-5265

Appendix: Criteria for the Establishment of a New Continuation High School

(*Education Code* sections 48200, 48400–48402, 48430–48443, 42243.7)

Please prepare the following materials requested in the order listed and submit them with the application cover page to the California Department of Education. *Each item is a required element of your application for establishing a new continuation school.* Your application is incomplete if an item is missing.

____ 1. A cover letter from the district superintendent requesting the establishment of a continuation high school and a copy of the governing board resolution duly executed during a public board meeting.

____ 2. A brief narrative describing the need for a new or additional continuation high school site. Provide specific data on enrollment growth. Describe the proposed facility for housing the new site.

____ 3. The statement of philosophy for your continuation education program.

____ 4. The goals of your continuation education program that reflect the legislative intent of *Education Code* sections 48430, 30–4831, and *CCR, Title 5*, sections 1101–11003.

____ 5. The school-level objectives derived from your goals (Item 4) that will be used for the annual evaluation of your continuation education program.

____ 6. The district regulations that deal with student admissions, voluntary and involuntary transfers, exemptions, expulsions, and referral committee procedures (*Education Code* sections 48413 and 48432.5).

____ 7. The district regulations or assurances that the continuation school is represented by policies that relate to:

____ a. High school graduation requirements (SB 813) (*Education Code* Section 51228).

____ b. Work experience (*CCR, Title 5*, Section 11003). (See also *Education Code* sections 48433, 48435, and 48435; and *CCR, Title 5*, Section 11002.)

____ 8. The school plan for guidance, placement, follow-up, and a systematic review of each pupil's progress (*Education Code* sections 48431, 48431.6; *CCR, Title 5*, Section 11001).

____ 9. The school plan for working students who are required to attend class four hours per week (*Education Code* sections 48433, 48435, 48436; *CCR, Title 5*, Section 11002).

____ 10. The school calendar and the daily class schedule. (No school will receive approval unless it operates a three-hour a.m. and three-hour p.m. session.)

____ 11. Forms for period and monthly attendance accounting must be approved by the Education Finance Division. Review pages 39–41 of the Department of Education publication titled *Attendance Accounting and Reporting in California Public Schools* (1991). On completion attach a copy of the form to the applications and send one copy of the form for approval to:

Kim Clement
Education Finance Division
California Department of Education
560 J Street, Suite 150
Sacramento, CA 95814
(916) 327-0857

____ 12. Each necessary small high school must be issued a county-district-school (CDS) number. If you are transferring an existing CDS code to your new school, provide that information. Applications for CDS codes must be made through the Information Systems Office. Contact: .

Lorene Euerle
Information Systems Office
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 324-8979

____ 13. In planning educational facilities for continuation high school sites, school districts must meet all the standards required by the Field Act and related regulations for school site selections. Information regarding school facilities can be obtained by contacting:

School Facilities Planning Division
California Department of Education
560 J Street, Suite 165
Sacramento, CA 95814
(916) 322-2470

____ 14. Copies of a complete application packet (including the criteria on page 25) for establishing a new continuation high school can be obtained by contacting:

Clara Chapala
School Interventions and Educational Options Unit (SIEOU)
Youth, Adult, and Alternative Educational Services (YAAES) Division
California Department of Education
560 J Street, Suite 290
Sacramento, CA 95814
(916) 323-2562
FAX (916) 327-8763

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